

## Quality Assurance at Kirkliston Primary/Nursery School 2013-14

Quality assurance at Kirkliston Primary/Nursery is ongoing throughout the session and carried out through routine monitoring and evaluation as part of normal activities.

### Attainment

#### Actions identified through self evaluation last session/priorities from SQIP.

1. Continue to use specific tracking focus this session in line with appropriate QI's from SQIP and HMIE priorities.
2. Above to be discussed at forward plan feedback with children's specific focus included in feedback. SfL teacher to be involved after termly feedback meetings.
3. To share analysis and results of GL Assessments/Baseline/Progress tests and share with all teaching staff in November/consider focussed analysis on questions and results to identify gaps.
4. Update use of analysis to impact on the delivery of Learning and Teaching. .
5. Track and monitor attainment by class more holistically, chronological tracking of information to be shared with all staff. .
6. Business Manager to create and complete individual class trackers.
7. Create a class learning journey across all year stages/select stages as a pilot,P1A and p7M
8. Share overall attainment overview with staff to ensure that pace is challenged.
9. Focus on attainment of children who are just below average, specifically in Maths tracking their progress.
10. Create a group of children to work with additional SfL teacher and evaluate impact.
11. Regular monitoring opportunities in the Nursery are included in this session's calendar in line with whole school approach.
12. Nursery to continue use of City of Edinburgh Maths Trackers.
13. Create 'User Friendly' Literacy and Health and Wellbeing Trackers for use with all children
14. Share analysis of Assessment with all staff in particular P1 Baseline.
15. Calendar more regular meetings with ASL team in particular during fourth term. ✓
16. PT to liaise with all Early Years staff to ensure continuity prior to P1 transition and include a second meeting in term 1.

Evidence	Feedback	Actions/Response	Impact
<b>1.Sept</b> Included QI's in shared practice all self-evaluation tasks. HT/DHT attended Cof E meeting on increased expectations	Updated HMIE increased expectations and staff informed  Included Young cares into our planning focus-See planning focus overviews.	Use the updated QI's to self-evaluate practice.	Raising staff awareness of QI's
<b>2. Sept</b> Through forward plan identification of lowest 20% of attainment in each class  <b>2.Oct</b> Through forward plan identification of top 20% of attainment in each class	Lowest 20% identified and support also identified and shared with SfL. Information used to compare GL assessment and CfE attainment levels	Highlighted children now identified for support by SfL. Individual class teachers discussion through forward	Children continuing to make appropriate progress and evidenced in GL/Baseline/Progress

<p>Through forward plan identification of children attaining below and above appropriate levels of attainment</p>	<p>Spelling has shown Significant improvement /lack of progress highlighted. Specific children discussed and in Early Years delivery of phonic programme discussed.</p> <p>Almost all class teachers could identify top 20% easily with class groupings and plans matching/supporting needs information will be collated and shared with staff.</p> <p>Support from additional staff in place to support delivery of assessments. ICT difficulties continue to be an issue. Results collated and shared during P2 transition.</p>	<p>plan feedback. P1 and P2 staff attend Edinburgh literacy Programme course. Due to absence of class teacher lowest 20 % in P2C to be collated and monitored in term 2.</p> <p>Information to be shared with SfL.</p> <p>HT/PT to review process and collate and analyse results. ✓</p>	<p>assessments. Progress being challenged and monitored.</p> <p>Programmes of work will be reviewed in light of results and analysis</p>
<p><b>3. Sept</b> All GL Assessments have been completed. All SWST spelling completed. GL trends for P3, 4 6 and 7 analysed and shared with all teaching staff at Land T meeting-see minutes.</p>	<p>Spelling progress discussed and analysed through forward plan feedback.</p>	<p>GL Next steps identified for school in reading and maths. Spelling to ensure progress over the year.</p>	<p>Focussed additional support for learning teacher at P2 and P3 level in numeracy and literacy. Focussed SfL block in maths and numeracy in P4,5and 6.</p>
<p><b>4.Sept/Oct</b> PT analysis of individual progress discussed with teachers at forward planning meetings.</p>			

<p><b>5.Oct</b> BM in process of developing a rigorous tracking system for individual children across time. Information shared with all parents regarding whole school attainment and achievement.</p>	<p>Mixed feedback due to growing awareness by parent body of CfE levels and interpretation of information. All attainment shared at KPSA AGM. Report on progress shared with all parents through SQIP parent booklet.</p>	<p>All GL information to be filed into class folders.</p>	
<p><b>6.</b> <b>As above</b></p>			
<p><b>7. Sept</b> P1A and P7M now in the process of creating a class learning journey on a pilot basis.</p>		<p>As session progresses this will be shared with all staff.</p>	
<p><b>8.Oct</b> Ongoing and when new information is available.</p>	<p>Most staff feel that the GL assessment results were a true reflection of children's levels at that moment in time and reflected their own evaluations</p>		<p>Focus of support has reflected the needs highlighted in the assessments results and through further discussion with class teachers.</p>
<p><b>9. Oct</b> Focussed additional support for learning teacher at P2 and P3 level in numeracy and literacy. Focussed SfL block in maths and numeracy in P4,5and</p>	<p>SfL additional support offered one day per week with groups of children identified being supported and liaison in place with class teachers and SfL teacher to ensure appropriate programmes and continuity.</p>	<p>Consider how best to involve parents.</p>	
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## Attendance

### Actions identified through self evaluation last session/priorities from SQIP.

1. Attendance will be continued to be monitored in line with Quality Assurance calendar.
2. Continue regular Pastoral Care meetings.
3. Continue close liaison meetings with Health Visitor in Nursery.
4. GIRFEC information and leaflet to be shared with all parents

Evidence	Feedback	Actions/Response	Impact
<p><b>1. Nov</b> Attendance monitored monthly by HT and any issues raised with EWO and staff. Termly attendance reports issued to staff and included in forward plans.</p>	<p>Attendance currently showing as 96%. One day when all the staff and all the children were present. Staff attendance is supported and monitored by BM.</p>	<p>Identified children continue to be monitored through Red Flag system. Any related concerns taken forward to Pastoral Care Meeting.</p>	<p>One child's attendance has improved and is supported through close liaison with school and home.</p>
<p><b>2. Sept/Nov</b> Pastoral Care Meetings started to discuss concerns and revisit information/actions from last session.</p> <p><b>Oct</b> HT/EWO meeting Children discussed causing early concerns this term and information shared with class teachers and at Pastoral Care meetings.</p>	<p>Pastoral Care notes directly recorded onto SEEMIS.</p> <p>New EWO in place. Regular meetings to continue. Specific patterns of attendance and lateness were reviewed</p>	<p>Pastoral Care meetings need to be more regular to ensure any actions are timely and action points are identified and responsibilities minuted for all staff to see.</p> <p>Attendance will continue to be monitored and HT will continue to share with all staff. throughout the session.</p>	<p>Initial meeting reviewed progress and any outstanding actions/feedback. Pastoral Care meetings continue to ensure there is a holistic understanding of specific children's needs and that a wide variety of children's needs are being addressed when they arise.</p>
<p><b>3.</b></p>			
<p><b>4.</b></p>		<p>Share parental information leaflet with school.</p>	

## Timetabling

### Actions identified through self evaluation last session

1. Look across the year at focus and balance in timetables.
2. Evaluate impact of Pupil Support Assistants.
3. Include in all forward plan discussions. .√ on going
4. Look at balance of Literacy especially in the Early Years and identify Literacy across the curriculum. through forward plan feedback
5. Review timetables in light of additional programmes in response to meeting the needs of all learners as session progresses and new children are enrolled. .√ on going
6. Review provision of additional focussed activities in line with new tracking system and input from outside agencies. .√ on going
7. Review timetables/group /focus groups in light of proposed increase in Nursery roll and impact on existing space and additional staffing..
8. Review timetable regularly to ensure balance of free flow/focussed activities. .√ on going
9. Opportunities for PT to liaise and plan with EYO

Evidence	Feedback	Actions/Response	Impact
<p><b>1.Sept/Oct</b> Timetables have been monitored via forward plan discussions with individual class teachers.</p> <p><b>Nov</b> Timetables have been reviewed in light of previous feedback conversations. The imbalance of time spent on literacy was discussed at a Land T meeting, staff reflected on their own timetables.</p> <p><b>Staff absence has led to timetables being changed and planned activities not always being implemented.</b></p>	<p>These are showing breadth and balance across the year across most year stages.</p> <p>Almost all plans/timetables indicate a literacy bias. Staff felt that children needed literacy skills to access all areas of the curriculum effectively.</p>	<p><span style="color: orange;">Flexibility and revisions are to be monitored. √</span></p> <p><span style="color: orange;">This will be monitored specifically throughout this session. √</span> <span style="color: orange;">Staff now going to look at the amount of time spent on numeracy.</span></p>	<p>Staff absence has again impacted on the continuity of provision.</p>
<p><b>2. Sept</b> More PSA's are being employed to meet the growing needs of children coming to school throughout the session and in response to needs that arise.</p>	<p>Remits shared with all staff. Individual skills and talents identified for broader remits. For example restorative practice.</p>	<p><span style="color: orange;">Review timetables in February.</span></p>	
<p><b>3.Ongoing</b> Timetables discussed and reviewed at all Forward Plan meetings.</p>	<p>All timetables reviewed including PSA provision.</p>		
<p><b>4. Sept-</b> The balance of literacy reviewed through forward plans. Literacy coordinator has specific remit.</p>	<p>Almost all plans/timetables indicate a literacy bias. Staff felt that children needed literacy skills to access all areas of the curriculum effectively. Issues raised and discussed at L</p>		

	and T meeting in Nov.		
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7. <b>Throughout session</b> All About Me sessions to ensure regular quality opportunities with all children			
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## Forward Planning

### Actions identified through self evaluation last session/priorities from SQIP.

1. Planning time with stage and level colleagues' time set aside at August in service. .√  
**Aug 13**
2. Continue to monitoring allocation of opportunities for 2 hours of PE .through forward plans termly
3. Liaise
4. with Sfl teacher after planning and feedback meetings .where appropriate and at HT/Sfl weekly meetings
5. Introduce use of Significant Aspect Pupil posters to plan and evidence progress and impact of planning.
6. Children to be further involved in planning process through more regular focused and feedback sessions. regular pupil voice meetings
7. Timing and focus Term 4 focus to be a reflection of whole session and review of effectiveness of stage and level planning opportunities
8. SMT will liaise more rigorously after termly planning feedback sessions to look at quality and impact of planning, share feedback from class teacher discussions on planning, attainment and appropriate support and appropriate next steps. through forward plans termly
9. Continue to have a clear planning focus in line with the QI's and Education Scotland extended expectations. √ regular SMT meetings
10. Transition information to be monitored and evaluated at all points of transition especially Nursery-P1/P7/S1 and in term 1 forward plan discussion focussing effectiveness of class to class transition information.
11. Undertake initial investigation into On Track in Learning.
12. Include 4 context grid in forward plans.
13. Consider impact of City of Edinburgh Council skills progression.
14. Create a focus group of children to look at planning.
15. Take a closer look at provision of PE and Music where no specialist provision is in place.
16. Review and evaluate current planning formats with new members of staff.
17. Monitoring dates and focus to be shared with nursery staff
18. Continue use of floorboard planners to ensure children's planning input is included. √ Aug 13
19. Planning for group time activities to be monitored,
20. Staff to regularly review and use updated trackers in Literacy, HWB and Numeracy to inform planning.
21. PT/DHT to review planning formats to include long term and topic plans.
22. DHT to monitor nursery plans and evaluations of plans.
23. Use storyline planning when appropriate.
24. Staff to visit other settings to liaise on best practice in planning

Evidence	Feedback	Actions/Response	Impact
<b>1. August</b> Staff had the opportunity to plan together at year stages and across levels. .	Oral feedback from staff indicated that stage planning was worthwhile and beneficial but some indicated that sharing planning across levels did not have impact at this time.	Curriculum Architecture was updated. √ Sept 13 Staff planned additional planned opportunities for visits and visitors to support learning. √ Sept 13	
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<p><b>3.Through Forward Plan Feedback</b> All classes are planning to have PE for 2 hours throughout the week which included changing time.</p>		<p>Use of PE hall time for Nativity/assembly practices needs to be reviewed as there is a statutory requirement for all children to have 2 hours of PE per week this includes changing time. Allowances should be made to find alternative PE activities that can be undertaken in classrooms/outside if the gym hall is in use and ensure that despite other pressures this has to be covered.</p>	<p>All children receiving 2 hours of PE.</p>
<p><b>4.Oct</b> Alternative times through week arranged for meetings.</p>			
<p><b>5.Nov</b> Posters have been printed and ready to be distributed to all classes in Social Studies/Literacy and Health and Wellbeing.</p>		<p>Health and Wellbeing to be updated. Use and effectiveness of Posters o be discussed and evaluated in Term 3.</p>	
<p><b>6. Sept-Nov</b> Learning is on the agenda at Pupil Voice meetings.</p>	<p>Children feedback what an excellent teacher meant to them at the Pupil Council.</p>	<p>This will be collated and shared with a new challenge question discussed and shared at future meetings to reflect important issues in the school.</p>	
<p><b>7.</b></p>			
<p><b>8.Oct/Nov</b> Date now in diary to discuss term 2 planning.</p>			
<p><b>9.Sept</b> Planning focus included QI's in line with improvement plan and increased HMIE expectations in 5.1. Focus for each term shared with all staff and discussed with SMT.</p>			
<p><b>10.Sept</b> Nursery PT has had additional liaison visit with receiving P1 teachers. The effectiveness of Transition information was discussed at forward planning feedback. <b>Nov</b></p>	<p>Individual feedback and responses are included in class forward plan feedback.</p>	<p>Any classes amalgamating next session should have additional time to discuss transition information with clear guidance procedures.</p>	<p>Most staff felt that they had enough information.</p>

Nursery PT has liaised with new P1 teacher to ensure all information on children is shared and progress in p1 tracked.			
<b>11.Nov</b> To date no progress. Identified the need for a planning group to look at different formats planning.			
<b>12.Sept</b> Completed in Term 1 planning.	This will be added to as session progresses. Some aspects shared with parents at Meet and Greet and through termly newsletters	Consider ways of sharing this information with parents.	
<b>13. Nov</b> Skills progression not yet available.	Planned for Oct inset day but will be rescheduled.	Will be addressed when skills progression becomes available.	
<b>14.Ongoing throughout session</b> Focus group in Pupil Council meetings.			
<b>15.Nov</b> PE overview activity plan for all classes is now included in forward plans.  Music plans for classes who get music specialist are also available. Expressive Arts coordinator has shared planning pathways with all staff during Oct inset day.	PE specialist is supporting staff whose classes do not attend and in P1 and P6 class plans are shared across the year stage.  Expressive Arts pathways are now available on the shared drive.	<ul style="list-style-type: none"> <li>HT to meet with specialists to ensure sharing of plans and evaluations. Plans are in place but now need to be shared with staff and evaluations discussed.</li> </ul>	Plans are in place to deliver a varied PE curriculum. Music plans are contextualised for the children and reflect year stage planning focus.
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## Newsletters

### Actions identified through self evaluation last session/priorities from SQIP.

1. Ensure that all letters are e mailed to parents within two weeks of every term .termly
2. As a staff produce a class overview of curriculum architecture to share with parents at Meet and Greet Evening. .√ Sept 13
3. Newsletters to include wider opportunities throughout the year. Termly
4. Create a communications Group with parents and staff.
5. Continue use on weekly bulletin and include all “Stars of the Week”.
6. Feedback to parents on all questionnaires and surveys through “You said, we did “ format.
7. Continue regular Nursery Newsletters with all nursery information and dates
8. Newsletters to be included on website.

Evidence	Feedback	Actions/Response	Impact
<b>1 August/Sept /Oct</b> All class newsletters e mailed to parents. Any paper copies required are sent out.	Feedback from parent representative in Comms team stated the format and information was valuable but broad.	<ul style="list-style-type: none"> <li>• This will be further reviewed through a parent questionnaire in January.</li> </ul>	
<b>2. Oct/Nov</b> Curriculum overview for every year stage to be shared with parents on updated School website.			
<b>3. Ongoing</b>			
<b>4. Sept</b> Comms team in place including parent representative and members of Nursery and school admin team,SMT and BM	Group meeting regularly with any existing and new correspondence/communication issues discussed	<ul style="list-style-type: none"> <li>• As session progresses include a member of the teaching staff and PSA.</li> </ul>	
<b>5. Sept</b> All children receiving Star of the Week are now recorded in weekly newsletters sent out to parents on a Friday.	Positive feedback from KPSA. All certificates duplicated into Achievement folders and displayed in school entrance.	<ul style="list-style-type: none"> <li>• Achievements to continue to be sent out fortnightly in weekly newsletter.</li> </ul>	All children are now recognised for a variety of achievements linked to the 4 capacities. All children have the opportunity to have their success celebrated with recipients tracked and recorded.
<b>6. Nov</b> Format now in place to share all feedback with parents from any surveys/questionnaires in booklet form.	Initial feedback from KPSA was positive.	<ul style="list-style-type: none"> <li>• To ensure that all feedback is sent out closer to information being gathered and collated now that system is in place.</li> </ul>	

Dates set in QA calendar.		<ul style="list-style-type: none"> <li>Consider wider use of this format to include general comments and issues parents have raised.</li> </ul>	
7.			

## IEP/ASP

### Actions identified through self evaluation last session/priorities from SQIP.

1. Assure Assessment s of needs are collated timeously.
2. Respond to advice on the continuation on ASPs by Cof E.
3. Create ASP's prior to parent's consultations.
4. School to liaise with Nursery - ASL practice to be more rigorous in order to ensure smooth transitions and continuity of support.
5. DHT/PT to attend Assessment of Need and SMART training to update on most recent developments in recording and effective use of Seemis. **Nov 13 / Jan 14**
6. All targets to be shared with all nursery staff to impact on effectiveness of objectives set.
7. Liaison with ASL school team on archive and current plans. **June 13**
8. New programmes will reflect targets and appropriate literacy and motor skills programme put in place. **throughout session**

Evidence	Feedback	Actions/Response	Impact
<b>1</b> <b>Nov</b> HT and SfL have attended CPD on Assessment of needs procedures. DHT and Nursery PT attended ASL course on Smart targets when using during CPM's	Nursery CPM minutes now reflecting current updated information.	<ul style="list-style-type: none"> <li>To complete an assessment of needs for BN and children when appropriate.</li> </ul>	Cohesive approach now in place across nursery and school and reflect GIRFEC model. I
<b>2.</b> <b>Nov</b> ASP's still require to be updated. Some new children have come from other schools with existing IEPs and ASPs			
<b>3.</b> ASP's still require to be updated			
<b>4.</b> <b>New PT ASL to liaise more closely throughout the year.</b>		<ul style="list-style-type: none"> <li>PT ASL to attend all CPMs for Nursery children.</li> </ul>	Closer liaison will further develop a full picture of the children's needs and any current effective support.

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### Sharing Best Practice

#### Actions identified through self evaluation last session/priorities from SQIP.

1. Support staff and nursery staff to be included in shadowing opportunities. SMT to ensure that time is allocated for appropriate feedback.
2. Liaison to discuss with staff reps to calendar Shared Practice Opportunities.
3. Planning for shared best practice to be discussed at Learning and Teaching meetings to plan and evaluate impact. **Started Aug 13**
4. Focus for Shared SMT Practice will reflect this session's curriculum priorities and feedback from the Motivated Learner/Mindsets (Carol Dweck) focussing on ethos of effort.
5. Peer shared practice will reflect next steps from SMT shared practice in October.
6. Include Nurture Group Observations
7. Newly Qualified teachers to seek opportunities to share best practice in school and in wider educational settings **.throughout NQT year**
8. **In Nursery and as part of Early Years remit PT will model best practice in maths/numeracy using SEAL training. Sept onwards**
9. Share best practice in particular writing with nursery parent groups.
10. PEEP – model to run to share and model best practice for parents. **Oct. / Sept / 13**
11. Share best practice in Active learning and Sensory play through Stay and Play sessions.
12. SMT to observe grouptime and daily practice - reflecting Mindsets and quality indicator 5.2

Evidence	Feedback	Actions/Response	Impact
1. Nov Nursery staff have been included in SMT shadowing opportunities.	Verbal feedback collated		
2. Oct Staff shared and agreed criteria for Shared Practice	Evaluations shared, next steps and impact	<ul style="list-style-type: none"> <li>• Next steps to be used as a focus for peer shared practice.</li> </ul>	SMT noted greater consistency of learning and

<p>at a Learning and Teaching meeting with the focus being from Mindsets update/ LP and MM had the opportunity to share practice together across most classes and with specialists using the Learning Round model.</p>	<p>identified- see QA session 13-14 file. All staff had the opportunity to identify next steps during a Learning and Teaching meeting.</p>		<p>teaching strategies and the impact of recent CPD including mindsets and questioning.</p>
<p>3. As above</p>			
<p>4. OCT SMT visited most classes.</p>	<p>Both NQTs are visited on a monthly basis with a criteria discussed from previous feedback.</p>	<ul style="list-style-type: none"> <li>• Three new members of staff were not included and an opportunity to share practice will be timetabled in Jan.</li> </ul>	
<p>5.<b>Nov</b> Peer shared practice focus agreed in response to SMT shared practice.</p>	<p>All staff arranged with level colleagues</p>		
<p>6.<b>Nov</b> We currently have a pilot project in place with Strathclyde University, sessions being videoed.  Sheila Miller PSA is attending CPD sessions to up skill leadership in Nurture groups.</p>		<ul style="list-style-type: none"> <li>• Recording/filming will be shared with staff once research project has been collated</li> </ul>	
<p>7.</p>			
<p>8.</p>			
<p>9.<b>Throughout session</b> <b>PT offers all maths and numeracy resources to all staff to support all small group work and active learning throughout the nursery.- SEAL resources</b></p>			
<p>10.</p>			

11. <b>Sept</b> Weekly PEEP sessions offered to targeted parents.			
12.			

## Parental Involvement

### Actions identified through self evaluation last session/priorities from SQIP

1. Gather feedback at Welcome Evening / curriculum evenings / Stay and Play sessions  
✓ Sept 13
2. Gather feedback from Curriculum Evenings and Meet and Greet and feedback to parents.
3. Deliver an ICT curriculum evening for parents.
4. Response sheets from work home and reports/Nursery profiles
5. Gather views on format and attendance/value of Parents' group meetings.
6. Parents invited to class and seasonal assemblies/create and share a diary of events with parents .throughout session
7. All relevant parental information to be shared in school's updated website.
8. Positive discrimination focus group to be led by DHT to gather views on the impact of their children's learning.
9. Continue PEEP Oct 13
10. Responding to Parental Cof E questionnaire Term 4



11. Create a Communication Team including staff, and parents.
12. Parents views to be considered through forum of KPSA. **throughout session**
13. Continue to address next steps from Parental Audit SQIP. **Term 4**
14. **Make group photograph/floorplanners available at All About Me sessions. On going**
15. **Continue to seek views through end of year parent consultations and “ Cuppa Chats”**

Evidence	Feedback	Actions/Response	Impact
<b>1. Sept</b> <b>Nursery parent induction meeting process was commended through written feedback at Induction evening.</b>	Nursery parent induction process was commended through written feedback at Induction evening. Parents were offered the opportunity to record any questions		
<b>2. Oct</b> Work samples sent home. Parental feedback sought across the curriculum.	Most parents responded with points raised informing and setting agenda for consultation discussions. Feedback from parents whose children were in P5H and P5M and P2C showed concern about continuity of learning in the absence of a permanent class teacher. HT responded and met with any parents who had additional concerns.	<ul style="list-style-type: none"> <li>• Responses to be collated and any areas of concern or issues shared with HT, class teachers and parents.</li> <li>• Feedback/evaluation to be shared with parents.</li> <li>• Permanent members of staff to be in pace after Oct break.</li> <li>• Concerns shared at initial induction meeting and during forward planning meetings.</li> <li>• SMT QA Work sampling to be timetabled for term 2.</li> </ul>	Feedback from responses sets the agenda and gives a focus for parent consultation meetings. Feedback shared gives parents an overview of whole school responses.
<b>3. Sept</b> Meet and Greet/ HT presented a curriculum architecture overview. The purpose and delivery of PLP's /teacher time talks were shared with parents. Parents were asked to share feedback on Meet and Greet Evening  <b>Oct</b> Almost all parents attended parental consultations SfL in attendance for appointments.P7 attend with parents.	Parents valued the opportunity to gain an insight into the plan for the year ahead. They valued the information shared on topics that were to be covered, the insight into learning and teaching and the opportunity to meet their child's teacher and visit the classroom. Responses collated and shared with parents.	<ul style="list-style-type: none"> <li>• Parents who attended to complete a feedback questionnaire✓</li> <li>• All class teachers were given the opportunity to discuss and share their own feedback at Learning and Teaching meeting.</li> <li>• children/parent/carers names.</li> <li>• Additional appointments made for parents who could not attend and for targeted parents HT/DHT in attendance ✓</li> </ul>	Work sampling sent home prior to consultations gave a focus to the agenda, teacher feedback and follow up.
<b>4. Sept</b> P1 curriculum evening/ Parent questionnaire on the delivery of the literacy and numeracy programmes/effectiveness	P1 curriculum evening well attended approx 70% of parents attended meeting to ensure that they are aware of the programmes and their roles and responsibilities in	Those who were unable to attend were asked to an alternative meeting during school hours delivered by P1 teacher Irene Whitford.	Written feedback from the P1 curriculum evening was very positive, indicating the high quality of presentation and

of the evening to help parents support their child in Primary 1. An opportunity was given to share any concerns.	supporting home learning. Parents were all given a Home learning booklet and literacy/numeracy prop Responses from feedback collated and shared with parents.		knowledge from the staff, the welcome and the openness. Parents indicated that they feel better equipped to support their children in Literacy and Numeracy.
5.			
<b>6. Oct</b> Initial diary information P3O P5M and P6D have all presented a class assembly on topics related to the learning in class. Two assemblies had to be postponed due to new staff.	Positive oral feedback from parents. Almost all child had a representative at their assembly.	P5M and P5H will rearrange assembly dates and parents will be informed.	
<b>7. Nov</b> School website being rebuilt and will be ready for launch in December.	PT has kept all staff informed of progress through regular updates and shared procedures for up loading class information and examples of learning.	Ensure policies that are available for parents and that all up to date relevant information shared with parents is included on website.	All information will now be shared in a variety of ways to allow parents and prospective parents opportunities to access all relevant school information.
8.	.		
<b>9. Oct</b> PEEP sessions in nursery.		Monitor attendance. ✓ Collate and review final PEEP session feedback. ✓	
10.	.		
<b>11. Sept</b> Comms team in place including parent representative and members of Nursery and school admin team, SMT and BM  Oct Parent member of the	Group meeting regularly with any existing and new correspondence/communication issues discussed. Minutes shared with all staff.  Feedback impacted on policy.	As session progresses include a member of the teaching staff and PSA.  Communication regarding school poster revisited and discussed with Pupil Council and Comms team to be reshaped for clarity.	

Comms team proof read the Curriculum Policy and Guidelines			
<p><b>12. Oct</b> HT and chairperson of KPSA met with one parent to explain and discuss his personal concerns about attainment.</p> <p>Perceptions of the school raised by a parent at KPSA.</p>	<p>Issue taken seriously by both KPSA and school however parental request for some information at KPSA meetings is not possible due timing.</p> <p>A small number of parents have views which other parents stated were not based on fact. KPSA minuted this action point for all members with all members of the KPSA to be proactive in interacting with all parents at the school gate and ensure accuracy of information is shared.</p>	<p>To include feedback at KPSA meetings when appropriate</p> <p>HT to send out letter to parents regarding the school open door policy and the importance of communication between home and school.</p>	
<b>13. Sept</b>			
<b>14. Throughout session</b>			
<b>15. Aug</b>			

## Children's views

### Actions identified through self evaluation last session/priorities from SQIP.

1. Pupil Voice throughout term /JRSO meetings calendared. **started Sept 13**
2. **In group times and planning sessions in the Nursery** **started Sept 13**
3. **Rights Respecting Schools update new nursery golden rules reflecting the charter.** .√
4. Pupil's views to be further considered at forward plan feedback specific focus in line with priorities through regular pupil voice meetings.
5. All children to be offered the opportunity for twice a session Teacher Time Talks.
6. Review positive behaviour focussing on shared school values and reflected through Educational Psychologist referral Assembly programme.
7. Continue House Meetings every two weeks with planned purposeful focus. **ongoing**
8. Continue year on year's impact of Pupil Well-being survey **.term 4 13**
9. Apply for Stage 3 of Health Promoting Schools Award. **be carried forward 13-14**
10. Focus on views from LAAC children in line with termly attainment focus and PLP responses. **termly through forward plan feedback**

Evidence	Feedback	Actions/Response	Impact
<b>1.Sept</b> New members elected by individual classes Meetings arranged, minutes shared action points undertaken. Display boards in place.			

<b>2..</b>			
<b>4.Sept/Oct</b> Learning and teaching now on the agenda at Pupil Voice meetings.			
<b>5.Sept-Nov</b> All classes undertaking TTT with proforma sent home for parent views. Learning and Teaching meeting for staff evaluated previous proforma and revised focus of conversation for TTT1.			
<b>6.</b>			
<b>7. Throughout session</b> House meetings calendared on a fortnightly basis with House Parties once a term for winning house.	Teaching and Support staff have taken responsibility to meet with House Captains to plan purposeful and relevant house meeting experiences.	Allocate new staff to Houses. Ensure that parties are held at appropriate end of term slots.	Children's work from House Meetings is now displayed on House boards and shared with the wider school community.
<b>8.</b>			
<b>9.Sept</b> New member of staff now allocated to the role of Health and Well being coordinator.	Take has been taken to understand and come to terms with this extensive remit. Time has been made available for coordinator.		
<b>10.Nov</b> SMT met with staff at forward planning feedback to discuss particular LAC children. LAC proforma completed for all identified LAC children			

## **Homework**

### **Actions identified through self evaluation last session/priorities from SQIP.**

1. Continue to monitor this session looking at level of challenge and diversity of tasks.
2. Newsletters to continue to be updated termly and include relevant home learning experience and expectation
3. Parents invited to Meet and Greet Evening. **Sept 13**
4. New parents invited to P1 Curriculum evening. **Sept 13**
5. Target P1 parents who did not attend P1 curriculum evening and arrange alternative opportunity. **Sept 13**

6. Consider involvement of PEEP trainer in supporting parents with P1 literacy and numeracy.
7. Discuss the creation of a home learning plan for the school to be implemented in session 14-15.
8. SMT continue to monitor home learning termly through newsletters.
9. Discuss children's views at pupil council. **regular meetings throughout session**
10. Continue sending home Story and Maths Sacks using introductory meetings and curriculum meetings to inform parents. **✓ Sept**
11. Create and send home Active Sacks **to be carried forward**
12. Re-Introduce Rhyme Time, rhyme of the week in term 3
13. Liaise with Nursery staff re sending home Home Learning tasks at appropriate times.

Evidence	Feedback	Actions/Response	Impact
1.			
<b>2.Sept /Oct</b> All class/year stage newsletters shared with parents. All homework intentions are included in termly class newsletter. Staff share all newsletters with HT prior to being sent home.		<b>Further discussions on home school learning and support shared during Teacher Time Talks.</b>	Continue to raise parent's awareness of their role in supporting their children ensuring continuity of approach and engagement of their children in learning.
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12.			

13.			

**Enterprise sampling**

**Actions identified through self evaluation last session/priorities from SQIP.**

1. Opportunities included in the curriculum framework and monitored through forward plans. **termly**
2. Enterprising opportunities and leaning and teaching clearly indicated through inter disciplinary learning. **ongoing throughout session**
3. Through responsive planning facilitate enterprising opportunities and projects. **ongoing**



4. Review enterprise opportunities through 4 aspects grid to evidence all learning opportunities in IDL/Discreet/Wider Achievement /Citizenship

Evidence	Feedback	Actions/Response	Impact
1.			
2.			
3.			
4.			

### Staff Views

#### Actions identified through self evaluation last session/priorities from SQIP.

1. Ongoing meetings in Learning and Teaching .started Aug 13
2. Milestone checks with all curriculum co-ordinators/working parties. .throughout session with HT
3. Whole school self-evaluation day in May/Learning and teaching meeting on self-evaluation update in November.

4. Staff views sought in feedback meetings to forward plans, SMT and Peer shared practice.
5. Staff feedback from Professional association Meetings.
6. Staff input into roles and remits .√ Aug 13
7. Ensure liaison is in place for discussing City of Edinburgh tracking procedures. started Aug 13
8. Regular staff meetings in School and Nursery + liaison on In service days. started Aug 13
9. Staff views collated prior to annual reports.
10. Staff liaison into roles and remits in both school and nursery. .√ Aug 13
11. Consultation at points of transition including P7-S1/Nursery –Primary 1.see Transition Folder
12. Regular Support Staff meetings to be led by BM. started Aug 13

Evidence	Feedback	Actions/Response	Impact
1.			
2.			
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**SQIP: progress of improvement plan priorities**

**Actions identified through self evaluation last session/priorities from SQIP.**

1. Milestone checks to be written for all priorities by co-ordinators
2. Appropriate milestone checks in place for nursery. ✓ Oct 13
3. Regular SIP meetings held to monitor progress .throughout session

4. SMT and PT meetings to consider whole school progress. **throughout session**
5. **Nursery priorities included in whole school SQIP Sept 13**
6. SQIP and Quality Assurance document to be shared with parents
7. Address issues of time to talk for staff through CAT and Learning and Teaching meetings.
8. Continue regular updates including benchmark times. **throughout session**
9. Continue to collate parent, children and staff responses throughout the year and include all other agencies.

Evidence	Feedback	Actions/Response	Impact
<b>1. Sept</b> Curriculum leaders/coordinators completed SQIP priority pages on priorities for the session, time scales and resources.		Meetings to be calendared to discuss priorities and plans with HT.	SQIP priorities broken down to achievable tasks with impact being evaluated throughout the session.
<b>2. Monthly back dated            from August            Milestone checklist            compiled to track            progress of SQIP            priorities.</b>	Priorities broken down into curricular/priority areas and to be tracked on a monthly basis.		
<b>3. Sept</b> Regular meetings to be arranged in calendar to track progress of SQIP and prioritise focus of additional CAT/Learning and Teaching meetings.			
<b>4.</b>			
<b>5. Sept</b> <b>Nursery priorities            included in school SQIP.</b>  <b>Nov</b> <b>Nursery priorities to be            further broken down into            monthly checklist.</b>		<b>Nursery priorities to be            broken down into milestone            checklist.</b>	All priorities are shared ensuring a whole school approach and focus.
<b>6.</b>			
<b>7.</b>			
<b>8.</b>			
<b>9.</b>			

### **QIO visits**

**Actions identified through self evaluation last session/priorities from SQIP.**

1. Dates for QIO visit to be arranged throughout session.
2. EY QIO to attend and support EY Cluster Forum. **Sept 13**
3. EY QIO to visit to observe playroom practice **Dec 13**

4. Attend appropriate QIO led meetings. **throughout session**

Evidence	Feedback	Actions/Response	Impact
1			
2. <b>Sept Parent Curriculum Presentation</b>			
3.			
4.			